

DOCUMENT RESUME

ED 294 670

PS 017 344

AUTHOR Bunish, Norbert T.
TITLE Using Vocabulary Acquisition To Improve the Performance in Reading and Attitude of Students in Second Grade.
PUB DATE 88
NOTE 130p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Elementary School Students; Grade 2; Primary Education; *Program Development; Reading Comprehension; *Reading Improvement; *Receptive Language; *Student Attitudes; *Vocabulary Development

ABSTRACT

Written by a counselor-teacher-program coordinator working in an urban elementary school, this practicum aimed to improve the receptive vocabulary development program for second grade students. Specific goals were to: (1) improve second grade students' receptive vocabulary; (2) use students' improved receptive vocabulary to increase their reading comprehension; and (3) improve students' attitude toward reading through their experience of success in vocabulary development activities and reading vocabulary and comprehension tests. To attain these goals, a receptive vocabulary development program based on the selection and combination of various techniques was implemented. Techniques used involved context clues, increased time on task, explicit phonics instruction, parental involvement, the use of multisensory activities, student motivation, and exposure to a variety of written and printed materials. Evaluation data indicated that all participating students enlarged their receptive vocabulary, increased their reading comprehension, and improved their attitude toward reading. It is concluded that a receptive vocabulary development program which uses a variety of quick-paced multisensory activities, combined with a sustained silent reading program with home and school components, can increase reading comprehension as well as improve students' attitudes toward reading. Sample program materials are appended. (Author/RH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 294 670

P R A C T I C U M

REPORT

Center for the
Advancement of Education
Ed.D. Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

USING VOCABULARY ACQUISITION TO IMPROVE
THE PERFORMANCE IN READING AND ATTITUDE
OF STUDENTS IN SECOND GRADE

BY

NORBERT T. BUNISH

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Norbert T.
Bunish

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

3301 College Avenue
Fort Lauderdale, Florida 33314
305/475-7300

N O V A U N I V E R S I T Y

PS 012344

Using Vocabulary Acquisition to Improve
The Performance in Reading and Attitude
of Students in Second Grade

by

Norbert T. Bunish

Cluster XXIV

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
For the Degree of Doctor of Education

NOVA UNIVERSITY

1988

PS 017344

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier:

Frank V. Alterio

Frank V. Alterio

Assistant Principal

Title

2250 Clifton Avenue

Address

Chicago, Illinois 60614

City and State

January 11, 1988

Date

This practicum report was submitted by Norbert T. Bunish under the direction of the adviser listed below. IT was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

April 18, 1988
Date of Final Approval
of Report

Polly Peterson, Ph.D. (signature)
Polly Peterson, Ph.D.,
Adviser

ACKNOWLEDGEMENT

I would like to extend my sincere appreciation to Dr. Polly Peterson, my practicum advisor, for her invaluable assistance and confidence in this undertaking. A debt of gratitude is also owed to Dr. Mary McNamara, my cluster coordinator.

I am deeply indebted to Ms. Mary Smith in whose classroom the practicum took place. Her enthusiasm, advice, support, and genuine concern for her students helped bring the project to a successful conclusion. I also wish to express my thanks to the building administrators, Dr. Louella Preston and Mr. Frank V. Alterio.

My greatest appreciation goes to my wife Mary Jo and daughter Lisa for their love, patience, and understanding and to the kids of room 111 who really made this undertaking possible.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENT.....	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES.....	vi
ABSTRACT.....	vii
 Chapter	
I INTRODUCTION.....	1
Description of the Community.....	1
Writer's Work Setting and Role.....	3
II STUDY OF THE PROBLEM.....	7
Problem Description.....	7
Problem Documentation.....	8
Causative Analysis.....	10
The Related Literature.....	14
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS.....	39
Statement of General Goals.....	39
Behavioral Objectives.....	39
Evaluation Instruments.....	41
Mechanism for Recording	
Unexpected Events.....	42
IV SOLUTION STRATEGY.....	44
Discussion of Possible Solutions....	44
Description of Selected Solution....	48
Report of Action Taken.....	53
V RESULTS, CONCLUSIONS, AND RECOMMENDATIONS.....	59
Results.....	59
Conclusions.....	73

Recommendations.....	75
Dissemination.....	76
REFERENCES.....	77
Appendices	
A DOCUMENTATION OF THE PROBLEM.....	81
B SAMPLE LOG SHEET.....	83
C WEEKLY LOG SUMMARIES.....	85
D VOCABULARY DEVELOPMENT ACTIVITIES.....	90
E ACTIVITIES MOST OFTEN USED.....	93
F UNINTERRUPTED READING MATERIALS.....	95
G ATTITUDE SURVEY MATERIALS.....	100
H CLOZE ACTIVITIES AND VOCABULARY LIST.....	104

LIST OF TABLES

Table		Page
1	Vocabulary Cloze Activity Results.....	60
2	Comprehension Cloze Activity Results.....	63
3	Results of Reading Attitude Interviews.....	65
4	Analysis of Attitude Survey Items.....	71

ABSTRACT

Using Vocabulary Acquisition to Improve The Performance in Reading and Attitude of Students in Second Grade. Bunish, Norbert T., 1988: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood. Descriptors: Elementary Education / Grade Two / Vocabulary Development / Low Achievement / Student Motivation / Self Concept / Student Attitudes / Student Activities / Teaching Methods / Behavior Modification / Learning Activities / Reading Strategies / Parent Participation.

This practicum addressed the problem of the receptive vocabulary development program not meeting the needs of many second grade students. The lack of an adequate receptive vocabulary resulted in diminished student performance, reduced comprehension of reading matter, and in a poor attitude toward reading. The literature suggested a multi-faceted program would best address the problem.

The goals of the practicum were: (1) to improve the second grade students' receptive vocabulary; (2) to use the students' improved receptive vocabulary to increase their reading comprehension; and (3) to improve the students' attitude toward reading as a result of experiencing success in vocabulary development activities and on reading vocabulary and comprehension tests. To attain the goals, the writer implemented a receptive vocabulary development program based on the selection and combination of techniques from several areas. These areas included context clues, increased time on task, explicit phonics instruction, parental involvement, the use of multisensory activities, student motivation, and exposure to a variety of written and printed materials.

The data indicated that all students enlarged their receptive vocabulary, increased their reading comprehension, and improved their attitude toward reading. The results confirm that a receptive vocabulary development program which utilizes a variety of quick-paced multisensory activities, combined with a sustained silent reading program with home and school components, can increase reading comprehension as well as improve the students' attitude toward reading.

CHAPTER I

INTRODUCTION

Description of the Community

The school in which the practicum was conducted currently has 714 students in grades kindergarten through eight. There are morning and afternoon kindergartens and three classrooms at each grade level. Future growth of the student body is limited due to lack of classroom space. At one time the school had over 1200 students, but a regional superintendent's office now occupies a portion of the building.

Forty-two percent of the students are White non-Hispanic, 32% are Black, 23% are Hispanic, 1% are American Indian, and 2% are Asian. Limited-English Proficient students comprise 4% of the student body. The student attendance rate is 94.1%, while the student mobility rate is 19.1%. Last year the school retention rate was 2.6%. The socioeconomic make-up of the student body is quite diverse. Some students come from families whose homes are worth \$400,000 to \$500,000, while

others live in federally subsidized housing. Forty-five percent of the students come from families eligible for free or reduced-price lunches as determined by the federal government. Parents' occupations include blue collar workers, skilled technical workers, various professionals, the arts, news media, and politics.

The school's parent-teacher organization is very active. They fund the school's music and art programs in which all students participate, sponsor field trips, and provide extra classroom supplies. Parent volunteers and students from neighboring universities help tutor needy students.

Forty-two percent of the students come from areas outside the school's immediate neighborhood. They are bused to and from the school from all sections of the city. These students are either in the Permissive Transfer Plan or the Options Program. The Permissive Transfer Plan allows students to attend any school in the city as long as they enhance integration. The Options Program is a city-wide magnet program for academically talented fifth and sixth grade students. Selected students work individually with the Independent Studies Teacher to develop research and presentation skills. The number of students admitted under both programs is carefully monitored to maintain

racial integration. It is the policy of the school system of the city not to discriminate on the basis of race, color, creed, national origin, religion, age, handicap unrelated to ability, or sex in its educational program or employment policies or practices.

Writer's Work Setting and Role

In kindergarten and first grade the students are grouped heterogeneously for all subjects. In grades two through eight, the students are grouped homogeneously for reading and mathematics. They are grouped according to the previous teacher's recommendation and their scores on the Iowa Test of Basic Skills. In the upper grades, above average students are channeled into gifted programs which provide preparation for a science and mathematics curriculum at college preparatory secondary schools. The average pupil-teacher ratio is 30.

The administration consists of one interim principal, one full-time teaching assistant principal, and one guidance counselor. The guidance counselor serves students at all grade levels.

The faculty is composed of 33 teachers. All

teachers are assigned to classes based on their area of state certification. There are nine males and 24 females. Of this number, 20 are Caucasian, 11 are Black, and two are Hispanic. Twenty-six members of the faculty have taught 10 years or more, five have taught 3 to 10 years, and two have taught for two years. Twenty-five faculty members hold a master's degree or higher.

Special education resource programs offered at the school are moderate learning disabilities, with 44 students, and speech therapy with 33 students. Student eligibility for these programs is determined by state and federal criteria. One day a week, the school has the services of a psychologist, teacher-nurse, and social worker. An attendance officer provides services to the school two days a week. Additional ancillary staff are available through the district office as the need arises.

The writer is a product of the local school system in which he is presently employed, having attended both elementary and high school in the local school system. The writer has a Bachelor of Education Degree, Master of Education Degree, and a Master of Arts Degree in guidance and counseling. He has state and national certification in guidance and counseling for grades

kindergarten through 12, state certification for elementary and high school administration and supervision, and state teaching certification for grades three through nine. The writer is also endorsed by the local school district to teach mathematics to gifted elementary students.

The writer has been employed by the local school district for 30 years, 28 at his present work location. For the last 14 years he has served as a guidance counselor while also teaching mathematics to gifted seventh and eighth grade students.

The writer coordinates the reading and mathematics programs, special education programs, testing program, maintains the school records, and purchases text books and educational materials. The writer has served on local and district education councils, has been a union representative and delegate, and school pension fund representative.

The writer is active in educational organizations. Currently he is an officer and board member of an organization of educators serving the metropolitan area in which his school district is located. In 1980 he received the distinguished service award from the organization, the only active teacher so honored that year. He is the treasurer of a city-wide counselor's

organization and an active member of Phi Delta Kappa.
The writer has received an award from the Red Cross for
15 years of service.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The method of reading instruction used by the second grade teachers is not meeting the educational needs of many of the students. Twenty second grade students, who are not diagnosed as learning disabled or limited English proficient students, are reading below grade level. Sufficient time and emphasis have not been placed on the development of receptive vocabulary in the preparation stage of the directed reading lesson. The basal reader used by the primary teachers does not provide a sufficient variety of activities to insure the students' comprehension of the story and development of their receptive vocabulary. Many of the students are not able to relate the stories to their experiential background and current interests. As a result, the unsuccessful students have developed poor attitudes toward reading. They have difficulty staying on task and are beginning to be discipline problems.

They take increasing amounts of the teacher's time thus depriving other students of their share of the teacher's time. The students will continue to be unsuccessful and fall further behind their peers. Their self-esteem will suffer and their attitude towards school will worsen.

An improved receptive vocabulary, which takes into account the interests and backgrounds of the students, would lead to greater success in reading and in turn would lead to an improved attitude on the part of the students toward reading.

The problem is that the method of receptive vocabulary development used by the second grade teachers is not meeting the needs of many of their students. The lack of an adequate receptive vocabulary manifests itself in reduced comprehension of the reading matter and a poor attitude toward reading.

Problem Documentation

The writer surveyed the former teachers of the students as to their recommendations for the starting reading level of each student upon the student's entry

into second grade. The first grade teachers recommended that all the students involved in the practicum project be placed in a remedial reading group upon entry into second grade.

Scores on the Iowa Test of Basic Skills taken at the end of first grade ranged from K.3 to 2.6. The mean grade equivalent was 1.3, the median 1.3. Percentiles ranged from 2 to 79 with the mean being 33 and the median 31.

The number of district-mandated criterion referenced tests failed was analyzed. Four criterion-referenced outcomes were tested at the end of each of four marking periods. A test-retest format was followed. Students not passing a particular outcome received two weeks of additional instruction and then took the same test. The number of criterion-referenced tests not passed ranged from 0 to 12. The mean number failed was four, and the median four. The writer questioned the validity of the results. The number of outcomes failed did not appear to correlate with the ITBS scores or teacher recommendations as to placement in a remedial reading group (see Appendix A).

Causative Analysis

Students not acquiring and/or retaining a receptive vocabulary is the result of a variety of causes. One cause is insufficient time is given to receptive vocabulary development in the preparation stage of the directed reading lesson. Vocabulary development is not included in every daily lesson. The current vocabulary words are not being reviewed at the start of each lesson nor are the teachers reinforcing previously learned vocabulary words.

While Roser and Juel (1981) found vocabulary instruction significantly affected post-test scores for meaning knowledge, the classrooms they studied only spent 2.6% of reading instruction time on vocabulary instruction. Often, both students and teachers are in a hurry to "get through the book." Durkin (1983) agreed that the preparation for reading phase of the directed reading lesson is most often shortened or skipped altogether. The Oklahoma Department of Education (1985) also stressed the need for daily repeated exposure to new words in order for the students to attain mastery of them in their printed form.

Another cause of poor receptive vocabulary

development is the poor experiential background of the students. The world of the young reader is usually his immediate environment. Quite often, cultural and socioeconomic factors combine to limit the type and number of learning experiences to which the child is exposed. The Oklahoma Department of Education (1985) agrees that the home and school must broaden the child's experiential background by providing a rich variety of experiences with which the student will associate a variety of concrete, semiconcrete, and abstract concepts and words.

A third cause is teachers are not capitalizing on the current interests of the children. The children's motivation is a product of their interests and interaction with their environment. Inhelder and Piaget (1969), Berlyne, Day, and Hunt (1971), Drew and Olds (1974), and Walberg, Hare, and Pulliam (1981) agree that this interest must be fostered and manipulated as part of the educational process. Bracey (1985) also believes a receptive vocabulary can be developed more rapidly when children see words used in familiar contexts.

The fourth cause is the lack of proper reading role models of both sexes. Heath (1981) reports that young children regard reading as more a female than

male activity. Fathers and male teachers should read to young readers. McCormick (1977) also points out the need of reading role models of both sexes. Heath (1983), Chomsky (1972), Anderson and others (1985), Hillman (1975), and Johnstone and Griffen (1985) concur, stressing the need for parental involvement.

Another cause is insufficient time spent on reading in the home. Hillman (1975), Hardin (1980), Heath (1983), and Anderson and others (1985) stress the role of the home in developing the proper attitude toward reading. The knowledge acquired by the child before coming to school lays the foundation for reading. The Commission on Reading believes most children will learn to read, but whether they will depends, to a great extent, on the encouragement they receive from their parents.

A sixth cause is the lack of sufficient multisensory receptive vocabulary development activities. Authorities agree that students rely on different modalities to learn. Hollingsworth (1978), McCormick (1977), Lange (1983), and Andrasick (1983) stress that involving as many of the senses as possible will make learning more interesting and insure a greater chance of success. The students' strengths can be utilized to overcome any learning difficulties.

A seventh cause is that the teacher's style of teaching is not compatible with the students' learning style. Teachers must be flexible in their style of teaching. They need to know the various learning modalities of their students and adjust their teaching methods to meet the needs of all their students. Regardless of their learning modality, Walberg, Hare, and Pulliam (1981) believe fast-paced and varied lessons help motivate and maintain the interest of the students. McIntyre (1980) agrees that the teacher must structure receptive vocabulary development activities yet provide variety to accommodate different student interests, needs, and learning styles. Anderson and others (1985) believe teachers should use elements of both implicit and explicit phonics instruction to help meet the varying needs of the students.

Lastly, immaturity on the part of some of the students may be the cause of their not acquiring and/or retaining a receptive reading vocabulary. Inhelder and Piaget (1969) point out the importance of the students' level of cognitive ability. Many younger students may not have reached the level of development necessary to engage in certain learning activities.

The Related Literature

Experts in the field of reading acknowledge the importance of receptive vocabulary development, especially for the young reader. They disagree as to the best method to acquire the vocabulary. Some authorities believe the use of phonics and decoding is the answer. Others believe vocabulary is best acquired in context.

The learner's level of cognitive development also enters into the picture. Younger students may not have reached the level of development necessary to engage in certain learning activities. The self-concept and attitude toward learning on the part of the student are also factors which affect the child's ability to learn.

Teaching style and attitude of the teacher also affect the student's ability to learn. Of even greater importance is the attitude of the parents toward reading and learning.

Receptive vocabulary acquisition in the primary grades must take into consideration the two main theories regarding the nature of reading. One theory looks upon reading as a translation wherein printed symbols are translated into an approximation of oral language, so capabilities for understanding speech can

be transferred to written material. The second theory looks upon reading as an autonomous language process wherein understanding the written word is separate from understanding the spoken language.

Resnick (1977) reviewed both theories and observed that reading as a translation has no activities which are unique to reading; everything is shared with speech. Reading is parasitic on speech. All that must be done in learning to read is to learn what the printed symbols "say" (i.e., what sounds they correspond to). Therefore, only word recognition needs to be taught. The alphabetic code must be mastered. Many people are able to master the code and read without much direct instruction. Difficulty in reading is primarily the result of an inability to master the code.

The theory which regards reading as a separate autonomous language process maintains that written language is organized differently from spoken language. Written language can be read aloud but it is not primarily intended for this use. There are important differences in the ways in which speech and print are mentally processed. We cannot assume that because people know how to translate print into sound (recognize words) they will be able to understand and

use written language in a functional way. Reading instruction must focus on the functional use of written language; reading should focus on extracting meaning. The "mechanics," such as mastering the code, can be acquired later and with as little instruction as possible. Reading must be rooted in the communication needs and process of the learner. The basic "material" of reading should be text actually produced by the learners or their immediate peers. Failure to read stems primarily from the learners not recognizing the relevance of school-related reading to intrinsically important events outside of the school. The problem is a failure to recognize reading and writing as functional tools within their own culture, not an inability to perform the component skills such as decoding.

For many years educators have recognized that a student's attitude toward reading may be more important than methods of instruction or materials. While many attitudes have been formed prior to the school years, teachers play a critical role (Anderson et al. 1985). Expectations of teachers, parents, and most importantly, the child, affect learning. From infancy, the child should be provided with reading role models of both sexes. Most poor readers have a poor attitude

toward reading, poor self-esteem, and are easily defeated by their mistakes. Hardin (1980) believes learning to read involves 90% attitude and 10% skill.

A major objective of any curriculum is to develop positive attitudes toward learning. Children's attitudes toward reading and concepts of themselves as readers reflect their classroom status as readers. Self-status can be appraised only on self-valued traits. For primary-school children, reading ability is a valued trait. Children who perceive themselves as poor readers would be expected to demonstrate more negative concepts of themselves as readers and more negative attitudes toward reading. Kirby (1977) lists the sources for formation of attitudes as: (a) assimilation or imitation of the attitudes of significant others, (b) experience with the object of the attitude, (c) trauma, and (d) direct verbal appeals to reason.

Since reading is presumed to be an accepted value of second graders, Kirby believes second graders who have negative attitudes toward reading will tend to distort or censor their verbal attitudes of these expressions. Greene and Zirkel (1976), and Pine (1978) agree that the measurement of attitudes toward reading is extremely difficult in the primary grades.

To guard against censored responses, Kirby advocates the use of a procedure known as the Paired Direct and Projective Questionnaire. On the PD&PQ, two sets of responses for the same questions on attitudes are taken from the same person: direct responses for one-self and projective responses for a projected third person.

Good readers have been found to have internal locus of control. They believe what they do controls what they learn and achieve. They are highly motivated and see themselves as participants and masters in the art of learning. Poor readers usually have an external locus of control; they believe outside forces are in control of what is learned. Locus of control is learned behavior and can be changed. Little learning will take place until the student accepts responsibility for what is happening (Oklahoma Department of Education, 1985).

Berlyne, Day and Hunt (1971) believe:

Motivation manifests itself and becomes the basis of learning only when a child interacts with things external to himself - be these people, objectives or ideas. Thus, the external environment is a component of motivation which can and must be manipulated by the teacher as part of the educational process. (p. 47)

Motivation is a function of the individual child acting in a unique way upon the world. The world of the young reader is usually his immediate environment. Piaget maintained that the child acts upon and modifies his environment to suit his needs and desires but must, in turn, adapt to the demands which the environment places upon him. The motivation for the child to engage in this interactive process is a fundamental property of life (Inhelder & Piaget, 1969). Both development and motivation are intrinsic properties of living matter and neither can be considered apart from the context in which it occurs. A child's motivation is his interaction with the world of people and things around him (Drew & Olds, 1974). Since a child's interests are his motivation, the teacher must survey the class to discover their interests and needs. From this point on, the teacher's attitude about the material being discussed can either stifle or enhance the child's interest.

Walberg, Hare, and Pulliam (1981) indicate teachers who maintain high levels of motivation conduct fast-paced and varied lessons. Their tasks are introduced with enthusiasm and explanations of why doing them will help the children become better readers. They describe teachers whose classes are

motivated as business-like but supportive and friendly. Students taught by teachers with these traits were found to make larger-than-average gains on reading achievement tests. Barr and Dreeben (1983) concur, reporting striking variations in the pace classrooms move children through material. The pace of instruction strongly predicts year-to-year gains in reading. Children of any given level of ability who are in fast-paced groups show growth beyond the expected.

Motivation correlates with the child's image of himself. All children must experience some success in the classroom; we all need to feel good about ourselves. Constant feelings of inadequacy and non-acceptance make it difficult to motivate a child. If the child feels good about himself, he will be willing to take chances and explore. The teacher must provide a safe atmosphere within the classroom for this to occur (Indiana State Department of Public Education, 1977).

Heath (1981) reports that reading is regarded as more a female than male activity by young children in the United States. It is important to provide role models of men as readers. Fathers must be encouraged to listen to children read, and read to their children. Male teachers and other school personnel should speak

and read to the primary grade students.

Anderson and other (1985) believe readers must use phonics to "decode" a word. Decoding skill must be developed to a point where it is automatic and requires little conscious attention. The reader's attention must be available to interpret the text. Often, immature readers are unable to focus on meaning because they have such a low level of decoding skill.

Readence and Baldwin (1978) examined the relationship of cognitive style and phonics instruction. They reviewed previous studies and then examined the achievement patterns of students classified as having impulsive or reflective cognitive styles. As a result of their study, they support the existing body of research that "reflectives" tend to be better readers. They caution educators that it would be incorrect to automatically assume a reflective child is a brighter individual or a better learner than his impulsive counterpart.

Readence and Baldwin point out that studies have shown it is possible to get the impulsive child to respond more reflectively in problem solving situations. This takes time for the impulsive student to assimilate, so short term intervention is of little value. To teach beginning readers, they feel it is best

to use the "synthetic approach." Children are taught sound-symbol correspondence and are shown how to combine sounds and letters to form words. Instruction proceeds from the "part" to the "whole." They believe the synthetic (explicit) approach is preferable to the analytic (implicit) approach in which readers first learn familiar words, or sight vocabulary, and then work with the sounds within them. They then make generalizations to other words which have similar phonic elements. Instruction proceeds from the "whole" to the "part" and is less intensive than under the synthetic system.

Which works better, explicit or implicit phonics? When the criterion is children's year-to-year gains as measured by standardized reading tests, the research does not give a decisive answer, although the trend of the data favors explicit phonics (Chall, 1983).

The Commission on Reading (Anderson et al., 1985) believes the use of explicit phonics is a useful instructional strategy even though research provides insufficient justification for strict adherence to the philosophy. They believe it is best to use elements from both the explicit and implicit approaches.

Anderson and others (1985) indicate the foundation of fluency in reading is the ability to identify

individual words. There is a fairly regular connection between the spelling of a word and its pronunciation. Research indicates that regardless which strategies are used to introduce them to reading, the children who earn the best scores on reading comprehension tests in the second grade are the ones who made the most progress in fast and accurate word recognition.

Roser and Juel (1981) studied the effects of vocabulary instruction on reading comprehension. Children were evaluated after being given in-depth instruction in vocabulary and also after reading stories without in-depth vocabulary instruction. Their findings, that children at all grade levels profited by in-depth vocabulary instruction, concurred with previous studies.

Vocabulary instruction did significantly affect post-test scores for meaning knowledge. But in general, vocabulary instruction did not produce significant gains in word identification on that section of the post-test. The exceptions were primary grade students and students in low-ability groups.

During the course of their study of vocabulary instruction, Roser and Juel visited 24 classrooms and observed over 4000 minutes of reading instruction. All the classes observed followed the directions provided

by the basal reader. Only 2.6% of the instructional time was spent on vocabulary instruction. Durkin (1983) also found that the preparation for reading phase of the directed reading lesson is the part of the lesson most often slighted or skipped altogether.

As a result of their findings, and an extensive review of the literature, Roser and Juel set the following criteria for teaching vocabulary: (a) teaching of vocabulary must be direct and systematic, (b) instruction should help the student draw relationships to his own background, needs, and interests, (c) instruction should provide in-depth work with vocabulary rather than cursory attention.

McIntyre (1980) states that reading is a developmental process that is not mastered at any one particular time. Mere recognition of words at any level is not reading, but an individual with no sight words is not a reader. Motivation is important to all phases of reading. McIntyre believes vocabulary study should be integrated with other learning tasks rather than being dependent upon dull, artificial word drills. Vocabulary development activities should stimulate each student's natural curiosity. They should be structured yet varied; reflecting different student needs, interests, and learning styles.

All the activity in the classroom should be based on diagnosis of student strengths and weaknesses, the curriculum demands, and the learning style of the student. The teaching style of the teacher is extremely important. The teacher must be flexible, ready to change her style of teaching to meet the needs of the students. It is important for teachers and parents to let the students know they care about how well they learn.

Grocke (1982) believes that to be independent in reading, a child needs an adequate sight vocabulary which will allow him to recognize words automatically. The child needs at least one other strategy to help him with unknown words. The more strategies he has available, the greater chance of success. Using contextual clues is a strategy she believes has great merit.

Grocke would teach young readers sight vocabulary and have them construct their own sentences from their word lists. A modified cloze procedure would then be employed which allows the student to choose a word needed to complete a sentence from a list of four alternatives. If a child can not read a word, the teacher or reading group member will read it for him. Immediate feedback is very important. Her ideal

learning situation would be one in which each child has a computer to assist in receptive vocabulary development and drill.

Hollingsworth (1978) would use the impress method (sometimes called the neurological impress reading method) when working with beginners, underachievers, and reluctant readers. Vocabulary and reading comprehension are taught using a multisensory approach. The teacher and the child read simultaneously. The printed material is held jointly by the teacher and pupil with the teacher placed slightly behind the student. The teacher directs her voice into the ear of the child as they read aloud. The pupil slides his finger along the lines, following the words as they are spoken. In this way the child's visual, aural, oral, and tactile senses are involved in the reading process.

During the reading, no attempt is made to teach decoding or any formal rules of reading. The method is easy but time consuming. The teacher can tape the material and by using headsets work with up to ten students at a time. The students would spend approximately 15 minutes a day on each lesson. They would hear a variety of male and female voices on the tapes.

McCormick (1977) also believes the multisensory

approach should be used at home and in the school. She believes language development, development of reading interest and reading performance are all enhanced by reading aloud to children from infancy. The importance of proper role models of both sexes is stressed.

The language of print is frequently more complex than speech in its vocabulary and syntax. Spragg (1978) stated: "The reading aloud of stories forms a bridge between the conversational oral language which the child usually hears, and the more formal language which he will encounter when he starts to read independently" (p. 3). The challenge is to provide multisensory activities at school and a homework program which links oral language to the more formal language of print in books.

Heath (1983) believes that to a greater or lesser degree, depending on the home, children acquire knowledge before coming to school which lays the foundation for reading. They acquire concepts for understanding things, events, thoughts, and feelings as well as the oral language vocabulary for expressing these concepts. They acquire the basic grammar of oral language.

Chomsky (1972) agrees that the single most important activity for building the knowledge required

for eventual success in reading is reading aloud to children. The benefits are greatest when the child is an active participant engaging in discussions about stories, learning to identify letters and words, and talking about the meaning of words.

Anderson and others (1985) believe "Most children will learn how to read. Whether they will read depends in part upon encouragement from their parents" (p. 26).

The reading aloud of fairy tale is very good with young children. The stories have high interest, are easily remembered, and are learned in the homes as well as the school. It is important to have a commitment by parents for daily oral reading at home. The most important by-product of improved reading ability is improvement of the child's self-concept.

Hillman (1975) reviewed the literature concerning reading aloud to children and gave the following reasons for reading aloud to children: (a) it allows the modeling of language patterns (syntactic and phonemic), (b) it allows an identification with models, (c) it provides a commonality of experience to listeners from diverse backgrounds, (d) it promotes listening/comprehension skills, and (e) it motivates children to read. Anderson and others (1985) concur saying: "There is no substitute for a teacher who reads

children good stories. It whets the appetite of children for reading, and provides a model of skillful oral reading" (p. 51).

Johnstone and Griffen (1985) list reading aloud to children as the motivational device most liked by the children. Other motivational devices they recommend are: (a) provide periods of sustained silent reading on a frequent basis, (b) continue to tell students about books they can read on their own, (c) provide opportunities for students to attend a book fair where they can purchase their own books, and (d) provide a special place in the classroom that is conducive to independent reading such as a book nook or reading corner.

Children do not engage in silent reading automatically. Allington (1977) reports children do not spend long periods of time reading without help. Children need a program that includes means of getting them to read until it becomes a habit. Parent involvement is crucial to insure a good home reading environment; reading must permeate the home. Anderson and others (1985) maintain the best single process for improving reading, developing a positive attitude toward reading, and developing the reading habit is "reading." The amount of time children spend reading

silently in school is associated with year-to-year gains in reading achievement (Allington, 1984).

Forester (1977) studied "natural" readers; children who learned to read by themselves. She found level of intelligence was not the deciding factor. All the children had parents and/or siblings who were willing to answer questions about reading. Good attitude, personality, exposure to reading material, and listening to oral reading were also factors common to "natural" readers.

Forester believes interest in learning to read comes naturally to all children. There is no one "right" way for children to learn to read. She does point out that psychological research has confirmed that most children below the age of seven are unable to deal effectively with phonics instruction. "Sounding-out" words may impede rather than aid understanding and proper eye movement in reading.

Robertson and Sharp (1977) studied the effect of fifth grade tutors on the sight word vocabulary attainment of first graders. In addition to their regular classroom instruction, the students were tutored three days a week, 30 minutes a day, for two months. Dolch word cards were used one day a week, and one day a week the tutor read a story to the student.

The students made significantly higher gains on the post-test than did the control group.

High interest level material presented to students has long been considered as facilitating learning. Holman (1973) cited studies both supporting and rebutting the importance of group interest in the learning of vocabulary. He studied young readers and found they learned words best when they studied words they wanted to know. Children should never be given words to learn and use in activities that they are hearing for the first time. Veatch (1982) concurs; she would have the children give the teacher "their very best word of the moment" and use these as the basis for the vocabulary lesson. Veatch would then use the words in a variety of oral and written activities. She considers receptive vocabulary development to be of prime importance.

The Oklahoma Department of Education (1985) believes vocabulary words for young readers should come from within their background and experience. They classify words as being concrete, semiconcrete, and abstract; with concrete words being the easiest to learn as they can be directly experienced through the senses. A word completely new to the average reader will require seven exposures before the child is able

to read it in printed material.

Spiegel (1980) researched desirable teaching behaviors. All the behaviors involve more time spent in teacher-child interaction. Merely giving the students more questions and worksheets to practice with will usually only increase the teacher's grading load and the student's frustration. The desired teaching behaviors are:

1. Before starting an activity, explain what you're going to do. The student should understand the purpose and exact nature of the task.
2. Before starting an activity, give the learner time to familiarize himself with the material.
3. Ask questions which will have more than one right answer. Students will take the risk of participating if they know there is an opportunity for success.
4. Ask questions which require multiple-word answers. This requires more thinking and practice of language.
5. Encourage the learner to enlarge upon his answer. This will serve as a model of the thinking process needed to answer correctly.
6. Encourage the learner to ask questions about the material.

7. Give the learner time to think about the answer. Don't be too quick to call upon another student.

8. Get the learner to make judgments on the basis of evidence rather than guessing.

9. Praise the learner when he is doing well or takes small steps in the right direction.

10. Let the learner know when the answer is wrong, but do so in a positive or neutral manner. Point out which aspects of the answer are near the target and then help the child discover what is not right about the answer.

Lange (1983) concurs with the above and emphasizes the importance of teacher enthusiasm. She advocates the use of multisensory activities, particularly the tactile. She suggests that "We must make these activities works of art - use marker pens, crayons, etc." (p. 403).

In addition to words the young reader wants to know, experts in the field of reading point to the need of the learner to master the vocabulary words appearing in the Dolch Word Lists. The first 300 words appear so often in printed matter they must be recognized instantly if the child is to attain reading independence. They make up to 65% of the words a child

will encounter through the intermediate grades. Instant recognition of from 0 to 75 words is needed to read at the pre-primer level. To read at the primer level, 76 to 120 words must be mastered. Knowledge of 121 to 170 words will place the child in the first reader, 171 to 210 in the second reader, and above 210 in the third reader and above.

Andrasick (1983) feels teachers must do more than follow the directions in the basal reader if they are to develop interest in vocabulary and language. At all grade levels, "words" must permeate the classroom. Children in the early stages of reading should have a thorough knowledge of the primary and picture dictionaries. Vocabulary words should be used at all times of the day as "class closers" and to fill any spare moments. Words should be placed on cards and displayed around the room. New words should be used for penmanship practice and integrated into classroom conversations. Grubaugh (1985) agrees believing the "spoken word vocabulary" should be stressed at all grade levels and integrated with the students' experiences.

Even at the secondary and college levels, vocabulary development continues to be a problem. Oram (1982) believes that at all levels the meaning of

words, as used in context, should be discussed. She believes "The word died because of lack of attention paid to it in the context" (p. 197).

Bracey (1985) cited studies done on rapid acquisition of words. It is assumed by researchers that words are learned by seeing them in familiar context. The researchers point out that this type of learning takes place without much help from the teacher. Therefore, beyond the beginning reading stages, students should be given more uninterrupted reading time.

Monroe and Hicks (1985) believe that although the factors involved in comprehension haven't been firmly established, research supports the fact that knowledge of word meanings per se is a major detriment. Without comprehension there is no reading. Teachers need to go beyond regular systematic instruction in vocabulary study and provide activities which generate classroom excitement without working with words exclusively. They suggest the use of activities which involve the use of as many of the senses as possible.

The importance of an attractive and inviting room library was stressed by the Indiana State Department of Education (1977). Rosenstrater (1974) agreed, especially when working with culturally deprived

children who have few if any books in the home. Children from culturally deprived homes come to school without exposure to vast numbers of experiences and are behind in vocabulary development when they enter school. Using abstract symbols to teach children a language they don't use nor understand is impractical. The level of oral vocabulary used in the classroom must be improved to a point where formal reading is both practical and hopefully pleasurable.

Rosenstrater believes listening is vital to receptive vocabulary development. Listening skills don't just happen or improve spontaneously. She advocates developing listening skills by teaching the characteristics of sound; intensity, pitch, quality, and sequence. This is accomplished by using the piano, singing, clapping, rhyming, and alliteration. These activities develop sensitivity to sounds in words. The main way a child learns words is by hearing them used repeatedly in varying situations which reveal their meaning. Using a variety of multisensory activities is the best overall approach.

Rosenstrater is against homogeneous grouping for reading instruction. Poor readers know they aren't performing as well as others and often the expectations for the "low" groups are not as high.

The Oklahoma State Department of Education (1985), Robertson and Sharp (1977), the Virginia State Department of Education (1975), and Andrasick (1983) all favor the phonics approach when teaching young readers. In addition to a functional vocabulary evolving from the students' daily experiences, they advocate using the first 300 of the 3000 most frequently used Dolch Words or any other recognized listing of words.

Summary

Growth of receptive vocabulary is affected by instruction, particularly in the primary grades. Educators have yet to resolve the decoding v. language development dispute, but in the primary grades more educators tend to favor the phonics approach utilizing elements of explicit and implicit phonics instruction. Many experts believe the foundation of fluency in reading is the ability to identify individual words. Fast, accurate word recognition on the part of primary grade students leads to increased reading comprehension. Many experts also believe most basal readers do not allow sufficient time or suggest

sufficient activities for receptive vocabulary development. Vocabulary study should be integrated with other learning tasks rather than being dependent upon dull, artificial word drills. Thus, the teacher must supplement the suggested activities.

The literature is replete with lists of activities to develop receptive vocabulary (see Appendix B). Multisensory activities have the best chance of success. The student's level of cognitive development, interests, motivation, and attitude are important factors for the teacher to bear in mind. The teacher must be enthusiastic and flexible, adapting his teaching style to the learning style of the student. Fast-paced, varied lessons help maintain a high level of student motivation.

Models of correct reading are extremely important. Adults and older students of both sexes should read aloud to the students. Sustained silent reading is a skill which must be developed. The classroom library should provide interesting books at all levels. Uninterrupted reading time should be provided at home as well as in the school. The home plays a crucial role in the development of the child's reading ability.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

Development of receptive vocabulary is important for students' immediate and future success. Therefore, the first goal of this practicum was to improve the second grade students' receptive vocabulary. The second goal of the practicum was to use the second grade students' improved receptive vocabulary to improve their reading comprehension. The third goal of the practicum was to improve the second grade students' attitude toward reading as a result of their experiencing success in vocabulary development activities and on reading comprehension and vocabulary tests.

Behavioral Objectives

A review of the literature which discussed means of increasing the students' receptive vocabulary level

indicated a variety of methods should be employed. The literature was in general agreement that vocabulary should not be learned in isolation. The writer chose the first two specific behavioral objectives with this in mind. The third specific behavioral objective was intended to measure what the literature indicates is a logical outgrowth of the first two specific objectives. Therefore, the following specific behavioral objectives were chosen for this practicum.

Over a period of 12 weeks, the second grade reading students will improve their receptive vocabulary as measured by attaining an average score of at least 70% on writer-made modified cloze activities following each story read in the basal reader.

Following each story read in the basal reader, the second grade students will demonstrate their comprehension of the material by attaining an average score of at least 70% on writer-made modified cloze activities over a period of 12 weeks.

Over a period of 12 weeks, the second grade reading students will show an improved attitude toward reading as measured by an increase in the mean score on a writer-made attitude survey interview to be given at the beginning and the end of the practicum implementation period.

Evaluation Instruments

The first objective was measured by writer-made modified cloze activities. A cloze activity is a narrative in which the vocabulary word is omitted. It was modified to the extent that the students selected the correct vocabulary word from a list of four possible alternatives. The narratives were constructed from the stories in the basal reader and the sentences and short stories written by the students as part of the directed reading lesson. This type of measurement device was chosen because it tested the students' knowledge of vocabulary words used in a context with which they were familiar. In addition, the objective did not measure an outcome which was measurable by a standardized test since the vocabulary words involved

were chosen by the writer.

The second objective was measured by using writer-made modified cloze activities. The students' comprehension of the basal reader story was measured by a sentence completion cloze activity in which the students had to select the missing word from a list of four alternatives. This type of measurement device was chosen as it tests the students' understanding of specific material covered by the basal reader story.

The third objective was measured by a writer-made attitude survey interview containing items relating to the students' attitude toward reading. Students who were not meeting with success in reading would more-than-likely not enjoy reading. This would result in a lower rating on the attitude scale when it was given at the beginning of the practicum. At the end of the implementation period the same students should be experiencing greater success in reading, thus their post-implementation rating should be higher.

Mechanism for Recording Unexpected Events

During the course of an extended project, unexpected events occur. To record these events, their affect on the practicum, and any changes that may have

to be implemented, a daily log was kept (Appendix B). At the end of each week, a summary of unusual events, problems and their solutions, successes and failures, and teacher and pupil concerns was compiled (Appendix C).

A variety of activities (Chosen from Appendix D) designed to improve the students' receptive vocabulary was used during the implementation phase of the practicum. How the students would react to various activities, many of which they were experiencing for the first time, was a key concern of the writer. The writer and classroom teacher observed the students' reactions the first two times they experienced an activity. During the initial exposure, there was the normal hesitancy and uncertainty one would expect whenever young students encounter a new learning situation. How they adapted, and more importantly how they reacted the second time they were exposed to the activity, played an important part in determining whether the activity would be used in the future. As the practicum progressed, certain methods and activities were more successful and accepted by the students as well as the teacher. The writer kept a list of the activities liked and disliked by the participants (Appendix E).

CHAPTER IV

SOLUTION STRATEGY

Discussion of Possible Solutions

The development of receptive vocabulary is an important element of a reading program. A review of the literature suggested a number of methods and activities which reading teachers could employ to meet the needs of the students in their classes. The difficulty posed by a large number of choices is that the reading teacher could become overwhelmed and simply opt for the status quo. The writer chose to consider those activities which would contribute to a quality program and whose implementation would be feasible.

One possible solution is to increase the amount of time allocated to receptive vocabulary development in the preparation stage of the directed reading lesson. Studies have shown (e.g., Anderson et al., 1985, Andrasick, 1983, Durkin, 1984, and Roser & Juel, 1981) this is the part of the reading lesson most often shortened or omitted due to lack of time.

Using multisensory activities as a means of developing receptive vocabulary and not teaching vocabulary in isolation are encouraged by Anderson and others (1985), Monroe and Hicks (1985), Lange (1983), Grocke (1982), Spragg (1978), Hollingsworth (1978), and McCormick (1977). A variety of daily writing activities including student-constructed sentences and short stories have proven to be of aid in vocabulary development. The generic category of vocabulary games, which many teachers use to entice reluctant students to participate, is especially recommended.

Anderson and others (1985), Johnstone and Griffen (1985), Allington (1984), Heath (1983), Heath (1981), Spragg (1978), Forester (1977), McCormick (1977), Allington (1977), and Chomsky (1972) stress the importance of utilizing good oral reading role models of both sexes. It whets the students' appetite for reading and should continue throughout elementary school. They advocate parents reading to their children every day and discussing the content of the reading matter. This, along with having the children read aloud each day, contributes greatly to the development of the child's reading ability.

The benefits of using phonics instruction to teach children the alphabetic principle are discussed by the

Oklahoma Department of Education (1985, Anderson and others (1985), Andrasick (1984), Chall (1983), Readence and Baldwin (1978), and Robertson and Sharp (1977). While they agree the trend of research appears to favor the use of explicit phonics instruction, they believe the "ideal" program would also utilize features from implicit phonics as well.

Studies by Anderson and others (1985), the Indiana State Department of Education (1977), and Rosenstrater (1974) discuss the advantages to reading development of having an attractive room library. Free access to interesting books at all levels will allow the students to make better use of their free time and cultivate the reading habit.

The advantages and successes associated with the use of context clues and discussion to extract the meaning of vocabulary words are stressed by Bracey (1985), Anderson and others (1985), Grubaugh (1985), Andrasick (1983), Oram (1982), Grocke (1982), and McIntyre (1980). Students were found to show increases in their reading ability as a result of context clue activities. It is suggested that students familiar with this strategy would be able to apply it, and achieve success, in all classes.

Supplementing suggested basal reader vocabulary

lists to be used in receptive vocabulary development with words important to the children is recommended by Grugaugh (1985), the Oklahoma Department of Education (1985), Veatch (1982), Grocke (1982), and Holman (1973). Using words important to children in contexts they create increases the children's participation and motivation.

Anderson and others (1985), Barr and Dreeben (1983), Walberg, Hare and Pulliam (1981), Hardin (1980), McIntyre (1980), Spiegel (1980), Forester (1977), the Indiana State Department of Public Education (1977), Drew and Olds (1974), Berlyne, Day and Hunt (1971), and Inhelder and Piaget (1969) cite the importance of a proper attitude and motivating the students to want to do well and learn to read. A child's interests are his motivation. We must use them to make him want to learn.

The difficulty in measuring primary students' attitudes toward reading, which are often censored and distorted, and the need for a projective instrument to counteract this tendency are discussed by Pine (1978), Kibby (1977), and Greene and Zirkel (1976).

Robertson and Sharp (1977) found the use of peer tutors to be beneficial to both parties. To be effective, a tutoring program must carefully choose and

train the tutors. A long-term commitment is required in order to affect change.

In the writer's work situation, all the suggested solutions were feasible except the use of peer tutors. The school administrator did not want students taken away from their studies on a regular basis. In order to be effective, tutoring by peers must be more than a short-term project. As coordinator of the school's reading program, the writer was able to implement the desired changes. The second grade teachers and school administrator met with the writer to discuss the practicum project and recognized the need to institute changes to meet the needs of those students who were not experiencing success in reading.

Description of Selected Solution

The solution to the problem of the method of receptive vocabulary development used by the second grade teachers not meeting the needs of many of their students was based on the various methods and strategies for vocabulary development described in earlier sections of this report. The specific program was a combination of those existing strategies for the

development of receptive vocabulary.

The first area from which methods and strategies were selected was the use of context clues. Students were given instruction and practice in the use of this method of learning reading vocabulary. This portion of the solution was chosen to help the students acquire a skill which not only helped them during the practicum but also in all future reading as well. All words must be presented in meaningful context. It has been proven that learning words in isolation does not aid comprehension. The students as a group used vocabulary words in oral and written sentences which illustrated their meaning.

The next area from which a strategy was selected was time allotment. The reason most often given by teachers for not providing sufficient receptive vocabulary development activities during the preparation stage of the directed reading lesson, or omitting this phase of the lesson entirely, is lack of time. Additional time was allotted for a daily 15 minute uninterrupted reading period and time for various activities. The reading period was lengthened to a total of 90 minutes a day. The writer coordinates the reading program and was able to schedule the additional time.

The third area from which methods and strategies were selected was the area of phonics instruction. Explicit phonics instruction was used as part of the program. The Commission on Reading reports that while the available data favors explicit phonics instruction over implicit phonics instruction, the ideal program may incorporate features from implicit phonics as well. Phonics instruction was not overemphasized, thus avoiding the criticism that phonics instruction leads children away from meaning.

The fourth area from which methods and strategies were selected was the area of parental involvement. Parents were made aware of the benefits of having their children read at home each day. Parents were encouraged to read to their children daily. The importance of good reading role models of both sexes was emphasized. Parents were given pledges to sign and forms on which they recorded the time spent reading each day and the titles of the books read (Appendix F). Each month, three students reading the most books received a free book. As part of their Christmas party, the entire class involved in the practicum received a book.

The next area from which methods and strategies were selected was the area of using multisensory activities to develop the students' receptive

vocabulary. All students have a preferred modality of learning. By using a variety of quick-paced activities, the teacher helped maintain interest and increase the students' chances of success in receptive vocabulary development.

The sixth area from which methods and strategies were selected was the area of motivation and developing a proper attitude. Individual and group activities were designed to enable the students to achieve daily success. A child's interests are his motivation. Basal reader vocabulary lists were supplemented with words important to the children. The words were used in contexts created by the students.

The seventh area from which methods and strategies were selected was the area of written activities. In addition to using vocabulary words to write sentences and short stories, practice penmanship, use in place of spelling lists, and use for dictionary practice, the teacher was free to use any of the activities listed in Appendix D or of her own design. Along with listening and speaking, reading and writing are part of the language arts and are interrelated and mutually supportive. It follows logically that activities which foster one of the language arts will benefit the others.

The eighth area from which methods and strategies

were selected was the area of room libraries. The existing room library was supplemented with additional volumes from the school library. The school librarian agreed to periodically rotate the titles on loan to the room library.

The final area from which methods and strategies was chosen was the area of primary grade student responses to attitude scales. To counteract the tendency of primary grade students, who have negative attitudes toward reading, to distort or censor their verbal expression of these attitudes, a projective measuring instrument was used.

The combining of various methods and strategies for teaching vocabulary and using them in a fast-paced program enabled the writer to address the first objective of the practicum, which was to improve the second grade students' receptive vocabulary level.

The second objective of the practicum, to use the second grade students' improved receptive vocabulary to improve their reading comprehension, was addressed by implementation of the vocabulary segment of the practicum. It is a logical assumption that a student who has improved his receptive vocabulary level should be better able to comprehend.

The third objective of the practicum, to improve

the second grade students' attitude toward reading as a result of their experiencing success in vocabulary development activities and on reading comprehension and vocabulary tests, was addressed as an outcome of attaining goals one and two. Students whose receptive vocabulary has improved and who comprehend the reading material are more likely to enjoy reading. Consequently, their attitude toward reading should improve.

Report of Action Taken

The solution to the problem addressed by this practicum involved a second grade remedial reading class of 20 students. The students were placed in the remedial class on the basis of their first grade teacher's recommendation and their scores on the Iowa Test of Basic Skills.

The introductory phase of the solution strategy was originally scheduled to take place during the first two weeks of the school year, and then followed by the 12 week implementation period. Unfortunately the school district was involved in a work stoppage that lasted four weeks. The writer was able to contact the second

grade teachers by phone and also discuss the practicum while on the picket line. The writer also met the newly assigned building administrator and briefly discussed the practicum. On teacher orientation day, the day before classes began, the writer met with the second grade teachers to finalize the number of students to be involved in the practicum (the school population is fairly transient). Basal readers and other materials were distributed, additional titles secured for the room library, and schedules set up for uninterrupted silent reading times and days the writer would read to the students. The writer read to the students on Monday, Wednesday, and Friday of each week for approximately 15 minutes a day. The implementation of the practicum began the first day the children returned to school.

During the first week of the practicum, the writer-made student attitude survey was administered. The purpose of this survey was to measure the students' attitude toward reading (Apprndix G).

Another component of the introductory phase was to inform parents of the uninterrupted reading segment of the practicum and solicit their involvement in the home reading component of the program. The parents were sent the first month's home reading reporting form on which

they listed the time spent reading with their children each day and the titles of the books read. The three students reading the most books at the end of the month received a book.

The directed reading lesson format was followed with each story in the basal reader. Activities and time allotted for the preparation stage of the directed reading lesson went beyond those suggested by the basal reader. At this stage the students supplemented the vocabulary list provided by the basal reader with words important to them. At the end of each reading period the writer and teacher discussed the day's progress and effectiveness of the activities employed.

The students began their reading notebooks the first week of school. During the school open house held in November, and district mandated report card pick-up day held in December, parents were able to view their children's work and review their progress. All the vocabulary words were used in sentences, created by the children as a group, which illustrated their meaning. The students' interests and experiential backgrounds were used as motivational devices. The teacher wrote the vocabulary words and sentences on cards and sentence strips and displayed them around the room. Before each daily lesson, the teacher reviewed the

vocabulary words and sentences dealing with the current story's vocabulary list. Periodically, the teacher included previously learned vocabulary words in the review. The teacher supplemented the basal reader's suggested activities with a variety of fast-paced, multisensory activities chosen from Appendix B or of her own design.

"Words" permeated the classroom. The teacher and writer included vocabulary words in classroom discussions. The words and sentences displayed around the room were readily available to use as "class-closers" and "time-fillers."

Every Friday, the students created a short story using the current vocabulary list. The teacher wrote the story on the chalkboard and/or on large experience chart paper. The children included the story in their reading notebooks, underlining the vocabulary words.

Knowledge of vocabulary words was measured by the use of a writer-made modified cloze activity. A score of 70% or higher indicated success on the part of the student. The student's comprehension of the basal reader story was measured by writer-made modified cloze activity. Success was determined by a score of 70% or higher. The teacher and the writer discussed items to be included in the assessment instruments. See Appendix

H for the cloze activities and listing of the vocabulary words needed to complete them.

A daily log was kept to record any unusual problems, events, or concerns on the part of the teacher or students. A weekly summary of the logs was compiled.

The above process was repeated with each successive story in the basal reader throughout the duration of the practicum. Each student's scores on the vocabulary tests taken throughout the course of the practicum were averaged to determine if the student attained the first objective of the practicum. The same process was followed with the comprehension tests to determine if the student attained the second objective of the practicum. The post-practicum attitude instrument was administered and the results compared to the pre-practicum survey to determine if the third objective of the practicum was met.

To broaden and enrich the students' experiential background, the class was constantly exposed to various live animals kept in the room as part of the teacher's science program. The class went on a walking trip to the public library to obtain library cards. There were field trips to a pumpkin farm in November and to the Christmas Around the World Program at the Museum of

Science and Industry in December. The students visited a book fair where they had an opportunity to examine and buy a variety of childrens' books.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The first objective of the practicum dealt with the second grade students' ability to improve their receptive vocabulary over a twelve week period. Success was measured by their attaining an average score of at least 70% on writer-made modified cloze activities following each story read in the basal reader. A cloze activity is a narrative in which a word is omitted. It was modified to the extent that the students selected the correct vocabulary word from a list of four possible alternatives.

All twenty students involved in the practicum were successful in meeting the average of 70% criterion set for the first objective. In most cases, individual weeks in which students did not attain a score of 70% or higher involved student absences. Table 1 summarizes the results of the vocabulary cloze activities.

When students returned to class after being absent, the writer and classroom teacher gave them as

Table 1

Vocabulary Cloze Activity Results

Student	Weekly Scores											Average
1.	87	100	87	100	87	87	100	100	100	100	100	95.3
2.	37	87	100	87	100	67	87	75	87	87	100	83.1
3.	100	67	67	87	87	75	75	75	87	67	87	79.5
4.	87	100	87	100	87	75	100	100	100	100	100	94.2
5.	100	100	87	67	50	75	100	100	87	75	87	84.4
6.	87	100	87	100	75	100	100	100	100	87	87	93.0
7.	87	87	87	100	87	87	100	100	100	87	87	91.7
8.	87	100	87	87	87	100	67	87	75	75	87	85.4
9.	75	100	87	87	67	87	87	87	75	87	87	84.2
10.	87	100	100	87	87	100	100	100	100	100	100	96.5
11.	75	100	100	100	87	100	100	87	75	87	100	91.9
12.	87	50	87	75	75	100	67	100	75	87	87	80.9
13.	87	87	67	87	67	75	37	100	25	75	67	70.4
14.	75	75	75	87	75	87	50	87	87	67	100	78.6
15.	87	100	100	100	87	100	100	100	100	100	87	96.5
16.	75	87	87	100	87	100	87	87	100	75	75	87.3
17.	67	100	100	87	67	75	100	87	87	87	87	85.8
18.	37	100	75	100	50	87	67	100	75	75	87	77.5
19.	75	75	67	67	50	87	67	100	67	87	87	75.4
20.	75	87	100	87	87	87	67	100	75	87	100	86.5

much individual attention as possible. However, it was not always possible to compensate for what the children missed during their absence from school.

As the project evolved, the writer decided to compare the attendance rate of students in the reading group with the attendance rate of the other second grade students. For the twelve week period of the practicum, the second grade students involved in the practicum had an absence rate of 6.5%. Second grade students not in the remedial reading group had an absence rate of 4.7%.

The second objective dealt with the second grade students using their improved receptive vocabulary to increase their comprehension of the basal reader stories. After a twelve week implementation period, success was measured by their attaining an average score of 70% on writer-made modified cloze activities. The students' comprehension of individual stories was measured by having them complete sentences dealing with the content of the story. The word needed to complete a sentence was chosen from four possible alternatives.

All the students were successful in meeting the average of 70% criterion set for the second objective. The average of one student's scores was 69.7. However, following the accepted standard for rounding-off

numbers, the student's average was recorded as 70.0. This enabled the student to meet the minimum standard for success. Table 2 summarizes the results of the comprehension cloze activities.

The results of the vocabulary and comprehension assessment activities were particularly gratifying to the writer and classroom teacher. All the students involved in the project had been recommended for the remedial reading group by their first grade teachers because of their poor reading skills. Also, the reading skills of the students deteriorated more than expected due to the four week extension of the students' summer vacation.

The third objective of the practicum dealt with the second grade students improving their attitude toward reading as a result of their experiencing success in vocabulary development activities and on the vocabulary and comprehension cloze instruments. Success was measured by an increase in the mean score on the writer-made attitude survey interview given at the beginning and end of the practicum implementation period.

All the students, except the one who gave the desired response to all the items in both the pre and post-implementation interviews, gave a greater number

Table 2

Comprehension Cloze Activity Results

Student		Weekly Scores										Average
1.	67	100	75	100	87	100	87	100	87	100	100	91.2
2.	75	87	75	87	87	100	75	67	87	100	100	85.5
3.	67	75	100	100	87	75	87	75	75	75	87	82.1
4.	25	87	75	100	87	100	50	67	100	100	100	81.0
5.	50	67	75	100	75	100	75	100	75	100	87	82.2
6.	50	87	75	100	87	100	87	100	87	87	87	86.1
7.	25	100	67	100	87	87	100	87	87	100	100	85.5
8.	50	100	75	75	87	100	67	67	87	87	87	80.2
9.	67	25	87	75	75	100	87	67	75	75	75	73.5
10.	50	100	75	100	100	87	100	100	87	100	100	90.8
11.	50	87	87	100	75	100	87	75	75	100	100	85.1
12.	87	50	75	87	75	87	67	87	75	100	87	79.7
13.	87	75	67	87	75	75	87	50	100	67	75	76.8
14.	50	50	87	87	87	67	50	50	75	100	67	70.0
15.	100	87	87	100	100	100	87	100	100	100	100	96.5
16.	75	87	75	100	75	100	67	87	100	100	100	87.8
17.	50	87	87	100	87	100	87	87	100	100	87	88.4
18.	67	87	75	87	87	100	87	100	87	87	87	86.5
19.	50	37	67	100	67	67	75	67	75	75	87	70.0
20.	37	25	67	87	75	75	67	87	100	87	87	72.2

of desired responses during the post-implementation interviews than during the pre-implementation interviews. For the practicum group as a whole, the mean number of desired responses given during the pre-implementation interviews was 15. The mean number of desired responses given during the post-implementation interviews was 18.25. The average increase in desired responses per student was 3.25. The mean percent of increase per student was 25.42. Table 3 summarizes the results of the pre-implementation and post-implementation attitude survey interviews.

The wording of items 5, 9, 15, 17, and 19 was such that the desired response was "No." This was done to guard against the possibility of young students automatically answering "Yes" to all items. To check on the consistency of a student's responses, some items (12/15, 4/7, 11/16) asked basically the same question but in a different format.

During the pre-implementation interviews, 15 students gave the desired response to the statement "I am a good reader." During the post-implementation interviews, all 20 students gave the desired response. While most students said they were good readers at the start of the project, the program reinforced this belief and helped the remaining students see themselves

Table 3

Results of Reading Attitude Interviews

Student	Desired Responses Pretest	Desired Responses Posttest	Amount Of Increase	Percent Of Increase
1	14	20	6	42.85
2	13	19	6	46.15
3	18	19	1	5.55
4	7	12	5	71.42
5	19	20	1	5.26
6	17	19	2	11.76
7	15	20	5	33.33
8	15	18	3	20.00
9	16	20	4	25.00
10	10	19	9	90.00
11	17	19	2	11.76
12	17	20	3	17.64
13	12	15	3	25.00
14	13	16	3	23.07
15	17	20	3	17.64
16	18	20	2	11.11
17	13	15	2	15.38
18	16	18	2	12.50
19	13	16	3	23.07
20	20	20	0	00.00
Group Totals				
20	300	365	65	21.66
Group Means				
	15	18.25	3.25	25.42

in a more positive image. This belief is supported by the student responses to the statement "I am an important member of my reading class." During the pre-implementation interviews, 15 students gave the desired response, while in the post-implementation interviews 19 students gave the desired response.

In response to the statement "I went to the library in the last week," only five students gave the desired response during the pre-implementation interviews. During the post-implementation interviews, 16 students gave the desired response to the statement. This was the most significant difference between the number of responses to an item in the pre and post-implementation interviews. The change was the result of a number of factors: (a) early in the program the students went on a walking trip to the nearby public library and students who did not have a library card obtained one, (b) there was constant encouragement on the part of the writer and classroom teacher to use all the library facilities, (c) increased cooperation between the school and the home in implementing the Uninterrupted Reading Program, and (d) the number of desired responses given during the pre-implementation period interviews may have been artificially low due to student apathy resulting from their three-month

vacation brought about by the teacher strike.

In response to the statement "I sometimes read to my mom or dad," 13 students gave the desired response in the pre-implementation interviews. During the post-implementation interviews, 16 students gave the desired response. While an increase, the results, coupled with those above, indicate there is room for improvement in-so-far as home involvement in the reading program is concerned.

During the pre-implementmtation interviews, 14 students gave the desired response to the statement "I get tired of reading." During the post-implementation interviews, 16 students gave the desired response. While an improvement, the results indicate that for a number of students reading is not yet an automatic, pleasurable experience. However, in response to the statement "Reading is important to me," all 20 students gave the desired response in the post-implementation interviews.

The desired response to the statement "You should read books during your vacation," was given by 14 students during the pre-implementation interviews. In the post-implementation interviews, all 20 students gave the desired response. This indicates a developing awareness among the students as to the need to maintain

their reading skills throughout the year.

In the pre-implementation interviews, the desired response to the statement "I should read books only to get good grades," was given by seven students. In the post-implementation interviews, 16 students gave the desired response. This was the second largest gain in the number of desired responses given to an item in the attitude survey. The children are beginning to realize the pleasure that can be derived from leisure time reading.

During the pre-implementation interviews, the desired response to the statement "Reading is for learning and not for fun," was given by 10 students. During the post-implementation interviews, the desired response was given by 18 students. This significant increase in the number of students giving the desired response is a further indication that the students now view reading in a more positive manner. However, there are still conflicting signals from some of the students. In response to the statement "Reading is fun," one more student (19) gave the desired response in the pre-implementation interviews than in the post-implementation interviews (18). Interestingly, the two students who did not indicate "Reading is fun," did give the desired response to "Reading is for learning

but not for fun."

In response to the statement "I can figure out many new words by myself," 16 students gave the desired answer during the pre-implementation interviews. All 20 students gave the desired response during the post-implementation interviews. This indicates the students have developed confidence in their improving reading skills.

The statement "Books make good presents or gifts," received the desired response from 18 students during the pre-implementation interviews. During the post-implementation interviews, 17 students gave the desired response. Once again, we have conflicting responses from some of the students. In response to the statement "I would be happy to get a book for my birthday," 16 students gave the desired response in the pre-implementation interviews, and 18 gave the desired response in the post-implementation interviews. The three students who did not think "Books make good presents or gifts," indicated they would be happy to get a book for their birthday. The only possible reason for this inconsistency the writer can think of was that the post-implementation interviews took place right after Christmas and some of the students may not have received the gifts they desired.

During the pre-implementation interviews, most the students gave the desired responses to a number of items such as: "I take books home to read," "Reading is a good way to spend free time," "Reading is important to me," "I can learn things from books," and "I want to be absent from reading class." The post-implementation interview results showed slight gains and in the case of "There are many books I would like to read," and "Reading school books is a waste of time," no gain or loss. Since all the items started with high pre-implementation desired response totals, it is unrealistic to expect large increases in the post-implementation desired responses. However, the increase in the total number of desired responses to these items in the post-implementation interviews indicates an increased awareness on the part of the students as to their importance. Table 4 summarizes the results of the attitude survey item analysis.

An important unexpected outcome of the practicum was the degree of parent involvement in the home component of the Uninterrupted Reading Program. The writer had anticipated a positive response but not to the extent of the actual parental involvement. The students enjoyed reading to, and/or being read to by their parents. Parents reported their children

Table 4

Analysis of Attitude Survey Items

Item	Desired Response Pretest	Desired Response Posttest	Amount Of Change	Percent Of Change
1	15	20	5	33.33
2	17	19	2	11.76
3	5	16	11	220.00
4	17	19	2	11.76
5	14	16	2	14.90
6	18	18	0	00.00
7	14	18	4	28.57
8	18	20	2	11.11
9	18	18	0	00.00
10	14	20	6	42.86
11	18	17	-1	-5.56
12	19	18	-1	-5.26
13	18	20	2	11.11
14	13	16	3	23.08
15	10	18	8	80.00
16	16	18	2	12.50
17	18	19	1	5.55
18	15	19	4	26.67
19	7	16	9	128.57
20	16	20	4	25.00
Group Totals				
20	300	365	65	21.66

reminding them when they "forgot" the evening's reading session. Increased use of the public library can be attributed, in part, to parental involvement in the reading program.

Another favorable outcome was the acceptance of the writer by the students. To guard against the Hawthorne effect, no special attention or explanation was given to the presence of the writer. From the day school began, the writer was in the classroom. Being the only person in the building, other than the building administrator, without full-time classroom duties, the writer was known to the students. Near the end of the previous school year the writer deliberately spent more time in the first grade classrooms. Of the 20 students in the program, 12 were boys. The boys were somewhat slower than the girls to "be at ease" with the writer. While all the students appeared to enjoy the individual attention, the less able students seemed to be more responsive. The classroom teacher is continuing to use the components of the program.

In order to maintain high student interest, a variety of activities (Chosen from Appendix D) was used during the implementation phase of the practicum. As the program progressed, certain methods and activities were more successful and accepted by the students and

teacher. The writer kept a list of activities liked and disliked by the participants (Appendix E). As the practicum progressed, this enabled the writer to concentrate on those methods which met with the greatest success while still using a variety of activities. Recording which activities were used also helped the practicum implementors avoid "falling into a rut" and becoming predictable. It was important to the success of the practicum for the activities to be fast-paced and varied.

Conclusions

The first objective of the practicum concerned the improvement of the students' receptive vocabulary. The criterion for success, an average score of 70% or higher on the vocabulary cloze activities which followed the reading of the stories in the basal reader, was met by all students. The improved receptive vocabulary of the students enabled them to achieve the second objective of the practicum.

The second objective of the practicum dealt with the students using their improved receptive vocabulary to increase their comprehension of the basal reader

stories. Success was measured by their attaining an average score of 70% or higher on the comprehension cloze activities. All the students met the criterion for success.

Objectives one and two were attained by using a variety of fast-paced multisensory activities in the classroom, providing reading role models of both sexes, building on the students' interests and experiential backgrounds, providing additional time for reading, and increased home-school cooperation. Parent involvement in the home uninterrupted reading portion of the program was, and still is, extremely important to the development of the students' reading ability. Students who have improved their receptive vocabulary, and are now able to comprehend more, will be able to achieve more success. Their self-esteem and attitude toward reading will improve.

The third objective of the practicum, which was to improve the attitude of the students toward reading, was met. The number of desired responses given by each student during the course of the post-implementation attitude survey interviews increased. An item analysis of desired responses in the pre and post-implementation interviews indicated gains occurred in most areas. For the survey items as a whole, the average increase per

item and the average percent of increase per item, also indicate the objective was met.

Recommendations

Although the writer worked closely with the students and classroom teacher to implement the program, the program can be successfully implemented by a classroom teacher without additional personnel. The writer strongly recommends the continued use of reading role models of both sexes.

Parental involvement in the education of their children is encouraged. The home component of the Uninterrupted Reading Program provides an opportunity for the home and school to cooperate in developing the child's reading ability.

All primary grade teachers should implement a receptive vocabulary development program that meets the needs of all their students. A variety of fast-paced multisensory activities should be used to help motivate the students. Care should be taken to structure the activities in such a way as to insure success. See Appendix D for a list of possible activities and Appendix E for the activities used successfully during

the course of the practicum. The literature is replete with lists of vocabulary development activities.

Lastly, at all grade levels the amount of time spent on developing reading skills should be increased. Include vocabulary development in all subject matter classes; teach each class as though it was a reading class.

Dissemination

The results of this practicum will be shared with the administration, primary grade teachers, and parent organizations of the school in which the practicum took place. A copy will be available in the teacher reference section of the school library. The practicum report will also be shared with the administration and faculty of the writer's school district.

The practicum report will be made available to members of the professional organizations in which the writer is active as a member or an officer. Lastly, the report will be made available to the writer's cluster members who are active in schools in an eight-state area.

References

- Allington, R. L. (1984). Oral Reading. In P. D. Pearson (Ed.), Handbook of reading research (pp. 829-864). New York: Longman.
- Allington, R. L. (1977). If they don't read much, how they ever gonna get good? Journal of reading, 21, 56-61.
- Anderson, R. C., et al. (1985). Becoming a nation of readers: The report of the commission on reading. Urbana, IL: University of Illinois, Center for the Study of Reading.
- Barr, R. & Dreeben, R. (1983). How schools work. Chicago: University of Chicago Press.
- Berlyne, D. E., Day, H. I., & Hunt, D. E. (1971). Intrinsic Motivation. Toronto, Canada: Holt, Rinehart & Winston.
- Bracey, G. W. (1985, May). Words, words, words. Phi Delta Kappan, 651-652.
- Chall, J. S. (1983). Learning to read: The great debate. (2nd ed.). New York: McGraw-Hill.
- Chomsky, C. (1972). Stages in language development and reading exposure. Harvard Educational Review, 42, 1-33.
- Drew, W. & Olds, A. (1974). Motivating today's students. Palo Alto, CA: Learning Handbooks.
- Durkin, D. (1984). Is there a match between what elementary teachers do what basal reader manuals recommend? The Reading Teacher, 37, 734-744.
- Forester, A. D. (1977). What teachers can learn from "natural readers." Reading Teacher, 31(2), 160-166.
- Greene, S. F. & Zirkel, P. A. (1976). A review of the instrumentation to assess reading attitudes in the elementary grades (Report No. TM005722). San Francisco: Annual meeting of the American Educational Research Association. (ERIC Document Reproduction Service No. ED 131 088)

- Grocke, M. (1982, Sept.). Interactive development of reading skills in an educational clinic (Report No. CS006922). Australian Capital Territory: Australia: (ERIC Document Reproduction Service No. ED 223 993)
- Grubaugh, S. (1985). Spoken words: Quality exposure to vocabulary concepts. English Journal, 64-67.
- Hardin, B., et al. (1980). Miles and miles of print, or the better way to teach vocabulary. Teacher, 97(4), 46-48.
- Heath, A. F. (1981). Interchange. Reading Teacher, 34(5), 576-579.
- Heath, S. D. (1983). Ways with words: Language, life and work in communities and classrooms. New York: Cambridge University Press.
- Hillman, J. (1975). Reading aloud to children: A rationale (Report No. CS004856). Vermont: St. Michael's College. (ERIC Document Reproduction Service No. ED 159 595)
- Hollingsworth, P. M. (1978). An experimental approach to the impress method of teaching reading. The Reading Teacher, 31(6), 624-626.
- Holman, G. C. (1973, Feb.). Interest and evaluative meaning as factors in the acquisition of sight vocabulary (Report No. PS006557). New Orleans, LA: American Educational Research Association. (ERIC Document Reproduction Service No. ED 078 937)
- Indiana State Department of Public Instruction. (1977). More about reading. Reading effectiveness program (Report No. CS006081). Indianapolis: Division of Reading Effectiveness. (ERIC Document Reproduction Service No. ED 201 984)
- Inhelder, B. & Piaget, J. (1969). The early growth of logic in young children. New York: Norton.
- Johnstone, J. R. & Griffen, M. P. (1985). A comparison of poor readers' preferences of pre-reading motivational activities and teacher practices. In L. B. Gambrell (Ed.), & E. M. McLaughlin, (Ed.). New directions in reading: Research and practice.

- 1985 yearbook of the state of Maryland international reading association (Report No. CS008000).
Annapolis, MD: International Reading Association Maryland Council. (ERIC Document Reproduction Service No. ED 255 885)
- Kibby, M. W. (1977). The status and the attitudes of homogeneously grouped second-graders: An exploratory study. Elementary School Journal, 18(1), 13-21.
- Lange, J. T. (1983). Using s2rat to improve reading skills in the content areas. Reading Teacher, 36(4), 402-404.
- McCormick, S. (1977). Should you read aloud to your children? Language Arts, 54, 139-143, 163.
- McIntyre, V. M. (1980). Strategies and activities to build and expand vocabulary in content materials Report No. CS005432). North Carolina: Teaching Guide. (ERIC Document Reproduction Service No. ED 186 853)
- Monroe, E. E. & Hicks, R. D. (1985, Jan.). 44 ways to teach word meanings. Clearing House, 218-219.
- Oklahoma State Department of Education. (1985). Mission possible: Handling reading problems in regular classrooms. 1st edition (Report No. CS008151). Oklahoma City: Teaching Guide. (ERIC Document Reproduction Service No. ED 262 375)
- Oram, V. W. (1982, Nov.). What does it mean? Phi Delta Kappan, 197.
- Pine, M. (1978). Self-concept, informal education, reading achievement in grade one. Reading Teacher, 31(4), 412-417.
- Readence, J. E. & Baldwin, R. S. (1978). The relationship of cognitive style and phonics instruction. Journal of Educational Research, 72(1), 44-52.
- Resnick, L. B. (1977). Theory and practice in beginning reading instruction (Report No. CS003866). Pittsburgh, PA: Pittsburg University Learning Research and Development Center. (ERIC Document ED 149 292)

- Robertson, D. J. & Sharp, V. F. (1971). The effect of fifth grade student tutors on the sight word vocabulary attainment of first graders (Report No. RE003829). Journal article. (ERIC Document Reproduction Service No. ED 055 735)
- Rosenstrater, B. J. (1974). A three-strand yarn. Elementary English, 51(2), 262-264.
- Roser, N. & Juel, C. (1981). Effectiveness of vocabulary instruction on reading comprehension (Report No. CS006441). Dallas, TX: Annual meeting of National Reading Conference. (ERIC Document Reproduction Service No. ED 211 934)
- Spiegel, D. L. (1980). Desirable teaching behaviors for effective instruction in reading. The Reading Teacher, 324-330.
- Spragg, B. (1978, May/June). Why read aloud to children? The California Reader, 11, 1, 3-4.
- Veatch, J. (1982). Key words and other ways to teach beginning reading (Report No. CS006470). Claremont CA: Annual meeting of the Claremont Reading Conference. (ERIC Document Reproduction Service No. ED 211 961)
- Virginia State Department of Education. (1975). Reading: Activities that work (Report No. UD015747). Richmond: Classroom Material. (ERIC Document Reproduction Service No. ED 118 705)
- Walberg, H. J., Hare, V. C., & Pulliam, C. A. (1981). Social psychological perceptions and reading comprehension. In J. T. Guthrie (Ed.), Comprehension and teaching: Research reviews (pp. 140-159). Newark, DE: International Reading Association.

DOCUMENTATION OF THE PROBLEM

STUDENT PRACTICUM PARTICIPANTS

STUDENT NUMBER	READING G. E.	READING %ILE	CRTS FAILED	TEACHER RECOMMENDATION
1	1.3	31	0	X
2	1.2	27	2	X
3	2.0*	59	1	X
4	1.2	27	6	X
5	K.3	2	2	X
6	K.9	16	5	X
7	1.4	35	3	X
8	K.3	2	4	X
9	K.6	8	6	X
10	1.0	19	3	X
11	2.1*	63	2	X
12	K.6	8	4	X
13	1.3	31	5	X
14	1.7	46	5	X
15	2.6*	79	4	X
16	1.5	39	4	X
17	1.9	55	0	X
18	1.3	31	4	X
19	1.4	35	4	X
20	1.9	55	0	X
MEANS	1.3	33	3.2	
MEDIANS	1.3	31	4	

*Score not a true indicator, child performing at a lower level.

APPENDIX B
SAMPLE LOG SHEET

84

Room _____

Week _____

Successful Activities:

Unsuccessful Activities:

Student Concerns:

Teacher Concerns:

APPENDIX C

WEEKLY LOG SUMMARIES

86

Week One:

In addition to the normal regression of the level of the students' reading skills which occurs during the summer vacation, the four week delay in starting classes caused further deterioration. After working with the students, the writer and classroom teacher decided to limit the number of vocabulary and comprehension test items to eight each.

Personnel cuts, and the recinding of some of the cuts, caused problems. The number of students in the reading group went from 20 to 26 and back to 20 when four limited English proficiency students and two learning disabilities students were provided with services in special resource rooms.

The writer conducted the student attitude survey interviews during the second day of classes. At first, many of the students were easily distracted and looked for assistance while trying to decide what was supposed to be the "correct" response. The writer's experience as a classroom teacher and counselor helped him establish rapport with those students experiencing difficulty and successfully complete the interviews.

Week Two:

A few of the children were experiencing some

difficulty adjusting to the class routine. The writer and the classroom teacher gave those students as much individual attention as possible and gradually the students made the required adjustments.

Week Three:

No unusual concerns or problems.

Week Four:

Student absenteeism caused concern. Seldom were we able to go more than a day or two without a student being absent. When a student returned after being absent, the writer and classroom teacher gave the student more individual attention. Fortunately, none of the students were absent for a prolonged period of time. The writer decided that upon completion of the practicum he would compare the attendance rate of the students in the reading group with the rest of the second grade students.

Week Five:

No unusual concerns or problems.

Week Six:

No unusual concerns or problems.

Week Seven:

No unusual problems or concerns.

Week Eight:

A short three-day school week due to Thanksgiving. The class performed a play on Wednesday during reading time and rehearsed on Monday and Tuesday. No regular reading classes were held this week.

Week Nine:

No unusual concerns or problems.

Week Ten:

No unusual concerns or problems.

Week Eleven:

No unusual concerns or problems.

Week Twelve:

A short three-day school week due to Christmas. Normally we would have been on our Christmas break but days missed because of the work stoppage had to be made up to meet state requirements. It was more difficult than usual to maintain student interest. A party and a

gift of a book to each student in the reading class helped.

Due to a number of time consuming problems related to the writer's other school duties, the post-practicum attitude survey interview was not conducted until classes resumed in January.

Listed below are activities which can be used to improve receptive vocabulary:

1. labeling
2. flashcards
3. illustrate cards for vocabulary words and sentences
4. put words on the chalkboard
5. display words on cards all around the room
6. use concrete items for examples and discussions
7. dramatizations, puppet shows, pantomime charades
8. music
9. choral reading
10. use audio visuals
11. categorizing and/or classifying
12. workbooks, programmed kits, and related materials
13. descriptive words associated with some category,
ex. all "wet" words: brook, lake, pond, etc.
14. meaningful experiences, real and vicarious, to build
experiential backgrounds
15. etymology
16. write definitions of words
17. morning stories, experiential charts
18. structural analysis
19. phonetic analysis
20. familiar brand names, ex. Cheer, Ivory, Jiffy
21. vocabulary buddies
22. compound words - from known sight words

23. vocabulary bee
24. by example - in daily conversation and when giving directions
25. words with more than one meaning, ex. train your dog, catch a train
26. heteronyms, ex. read the story that was read to you
27. teacher and students review vocabulary words at the beginning of every reading lesson
28. analogies
29. picture dictionaries, thesaurus, glossaries
30. job cards - to expand vocabulary via questions
31. use letters in the word to make other words
32. teacher-made or commercial games, riddles, brainteasers, puzzles
33. paired associates, vocabulary matching exercises
34. acronyms
35. cloze activities
36. context clues
37. synonym, antonym, homonym clues
38. affixes and bases
39. palindromes, ex. mom, wow, radar, Otto
40. crosswords
41. wordsearch
42. bulletin boards
43. jeopardy format, teacher gives the definition

After an initial period of experimentation, the activities used throughout the practicum and preferred by the teacher and students were:

1. labeling
2. flashcards
3. put words on the chalkboard
4. display words on cards all around the room
5. use concrete items for examples and discussions
6. dramatizations, puppet shows
7. choral reading
8. meaningful experiences, real and vicarious
9. morning stories, experiential charts
10. familiar brand names, ex. Cheer, Ivory, Jiffy
11. compound words - from known sight words
12. by example - in conversation and giving directions
13. begin daily lessons with vocabulary review
14. picture dictionaries, thesaurus, glossaries
15. cloze activities
16. context clues
17. crosswords

The activities liked least by the students were the use of workbooks, programmed kits, and related materials.

----- ELEMENTARY SCHOOL

October, 1987

Dear Parents:

As part of a project to improve student achievement at _____ School, we are including a daily uninterrupted reading period. Each day the students will have a 15 minute uninterrupted reading period during which they will be able to read silently or will be read to by the teacher. No intercom, no lunch money collections, no messages or distractions of any kind will be permitted.

To augment the school program, we would like each family to provide a 20 minute uninterrupted reading period at home - no TV, no radio, no walkman, no phone calls and no distractions of any sort. Your child should read silently, or a parent or sibling may read to the child. This should be done at a regular time each day so that the Uninterrupted Reading Program becomes a habit and a part of the family routine.

We are inclosing a pledge that we ask you to sign and return. There also is a record sheet included which should be filled out and signed after the home reading period each night. At the end of the month, please return the record sheet. A new record sheet will be sent home for the following month. The record sheets will be checked and three students with the best participation will receive special recognition.

The Uninterrupted Reading Program is a high priority item for the coming year school year. We ask your wholehearted participation so that we can be partners in your child's progress and develop life-long reading habits in our children.

Sincerely yours,

_____ SCHOOL

UNINTERRUPTED READING PERIOD

1987-88

PARENT PLEDGE

I will provide a twenty minute uninterrupted
reading period at home each day of the school year for
my child _____ .

Parent Signature

Uninterrupted Reading Period Home Report Record

98

Name _____

Date	Book Title	Minutes Read	Parent's Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			

YOU MAY READ TO YOUR CHILD OR ALLOW THE CHILD TO READ

Aa Bb Cc



Aa Bb Cc



UNINTERRUPTED READING PROGRAM

9:45 TO 10:00

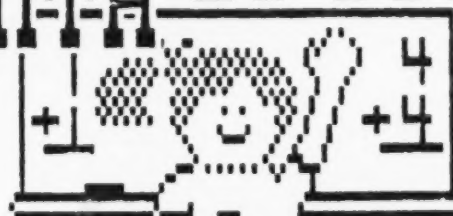
ROOM 111

Aa Bb



MS. SMITH

Bb Cc



APPENDIX G

ATTITUDE SURVEY MATERIALS

101

STUDENT ATTITUDE SURVEY

PUPIL ANSWER SHEET

Name _____ Room _____

Item

Item

1. Yes _____ No _____

11. Yes _____ No _____

2. Yes _____ No _____

12. Yes _____ No _____

3. Yes _____ No _____

13. Yes _____ No _____

4. Yes _____ No _____

14. Yes _____ No _____

5. Yes _____ No _____

15. Yes _____ No _____

6. Yes _____ No _____

16. Yes _____ No _____

7. Yes _____ No _____

17. Yes _____ No _____

8. Yes _____ No _____

18. Yes _____ No _____

9. Yes _____ No _____

19. Yes _____ No _____

10. Yes _____ No _____

20. Yes _____ No _____

READING ATTITUDE SURVEY

INSTRUCTIONS: Make sure everyone has an answer sheet and a pencil. Tell the children this is a survey to find out how boys and girls feel about reading and books. Read the following: THERE ARE NO RIGHT OR WRONG ANSWERS TO THE STATEMENTS I AM GOING TO READ. I WANT YOU TO BE VERY HONEST AND TELL ME HOW YOU FEEL ABOUT READING AND BOOKS. DO NOT ANSWER HOW YOU THINK YOUR MOTHER OR FATHER OR TEACHER WANTS YOU TO ANSWER. ANSWER AS QUICKLY AS YOU CAN AND GIVE THE FIRST ANSWER THAT COMES TO YOUR HEAD.

[Directions for administering the survey as a projective instrument: Read: WE ARE TRYING TO FIND A NEW WAY TO FIND OUT HOW CHILDREN FEEL ABOUT READING. MAKE BELIEVE YOU ARE SOMEONE ELSE AND ARE ANSWERING FOR THEM. ANSWER AS QUICKLY AS YOU CAN AND GIVE THE FIRST ANSWER THAT COMES TO YOUR HEAD.]

LET'S LOOK AT THE ANSWER SHEET. YOU ARE TO PUT A CHECK IN THE ANSWER SPACE YOU CHOOSE. LISTEN CAREFULLY AND MARK "YES" IF YOU AGREE WITH THE STATEMENT. MARK "NO" IF YOU DO NOT AGREE WITH THE STATEMENT.

Read each statement twice, pausing briefly between statements.

The survey may be administered as an interview. When doing so, the interviewer will complete the answer sheet.

1. I am a good reader.
2. I take books home to read.
3. I went to the library in the last week.
4. Reading is a good way to spend free time.
5. I get tired of reading.

6. There are many books I would like to read.
7. I like to read during my free time.
8. Reading is important to me.
9. Reading school books is a waste of time.
10. You should read books during your vacation.
11. Books make good presents or gifts.
12. Reading is fun.
13. I can learn things from books.
14. I sometimes read to my mom or dad.
15. Reading is for learning but not for fun.
16. I would be happy to get a book for my birthday.
17. I want to be absent from reading class.
18. I am an important member of my reading class.
19. I should read books only to make good grades.
20. I can figure out many new words by myself.

Name _____

1. We picked a _____ rose.
 duckling happened beautiful friendly
2. I saw a bug _____ by me.
 day fly good fight
3. My pet _____ can fly.
 bird talk cat great
4. She drank some _____.
 read long water waist
5. Today is the _____ day of the week.
 mouse last later listen
6. The flowers had a _____ smell.
 nice knew now nobody
7. We cleaned the room _____.
 ourselves getting kittens morning
8. He was scared of the big bad _____.
 floor boat kitchen bear

Name _____

1. My _____ like to come for lunch.
 floor feather friends forgot
2. Jim and _____ are my friends.
 Porch Peggy Pumpkin Porch
3. We had lunch in the _____.
 kitchen kitten closet company
4. This is the best _____ to eat lunch.
 play plate place plan
5. The children enjoyed their _____.
 lunch lottery luck luncy
6. They took the dirty _____ to the sink.
 dishes ducklings dimples dumpster
7. The dog was digging in the garden for _____.
 butter begging bones beautiful
8. Beth's ducks _____ in the pond.
 switch swim sink scratch

Name _____

1. That _____ can bite.
sake stake steak snake
2. She said _____. The dogs ran away.
scat slat spat sat
3. Do not _____ the cat.
sap slap snap sang
4. My dog will _____ the meat.
spell smell shell sell
5. The boy _____ the ball.
through true threw too
6. The fox played a _____ on the hen.
card trick car trip
7. The class went to the _____ farm.
pumpkin farmers horses dairy
8. Their _____ went with them.
farms friends fright flame

Name _____

1. They thought the fox _____ the hen.
late eight ate faith
2. The hen gave the fox some _____.
cakes rakes flakes steaks
3. Only the _____ helped the hen.
dog cat frog fox
4. The other animals were _____ they
didn't help the hen.
glad bad sad tad
5. The _____ was by the swimming pool.
duck frog bird dog
6. The _____ was in the house.
dog cat bird duck
7. The hen _____ up into the tree.
jumped climbed flew grew
8. The dog said the day was too _____
to help the hen.
hot long beautiful blue

Name _____

1. Dog's kitchen floor was covered with _____.
barks bags bones bars
2. Dog went to his friends to get _____.
home help hurt hidden
3. We'll play a _____ said dog.
ghost gone game gate
4. Dog's friends were _____ in the pond.
sailing sewing swimming standing
5. They loaded the bones in Bear's _____.
tank trip truck trunk
6. They took the bones to the _____ house.
red dog's owl's hen
7. Dog's friends decided to _____ lunch.
forgive forget forward friend
8. Dog served lunch in _____.
dust dishes doors dimples

Name _____

1. The dog went into the _____.
keep kitchen white clock
2. Dog was _____ something to drink.
going great games getting
3. Just then _____ came to see dog.
hear hair bear bare
4. "This _____ is a mess," said Bear.
place flop flow plow
5. Dog and Bear put away the _____.
cab dishes floor dirt
6. "I'll make _____ for you," said Dog.
late lunch lost little
7. "We are good _____," said Bear.
feathers found from friends
8. Dog wanted to eat the _____.
bonds bones butter books

Name _____

1. Rabbits _____ in a hole on the hill.
like lopped lived lose
2. One _____ they went out for a walk.
night fly might flight
3. One frog turned and _____ up the hill.
popped homed pepped hopped
4. The _____ frog hopped up the hill.
owner otter other offer
5. They _____ around and hopped back.
tuned turned timed thinned
6. A house _____ on the hill.
should shed stood would
7. The frog hopped on its _____ legs.
hind mind fine time
8. The frogs became _____ friends.
dare dear day darn

Name _____

1. Sea frog lived in a _____ by the sea.
bag bog bore barn
2. The two _____ hopped all day.
dogs lambs frogs farms
3. The frogs decided to stop and _____ .
test best jest rest
4. To see further, both frogs wanted to be _____.
tall small ball fall
5. The frogs looked back to where they had just
_____ from.
done crumb down come
6. City frog thought the sea was just like the _____.
kitty pity city witty
7. Both frogs learned _____ about the other's
home.
cutting nothing notice something
8. They _____ knew the city and the sea
were not the same.
never would could lever

Name _____

1. He found an _____ on the ground.
apron apple after appeal
2. The _____ lived in the apple.
wrong worry wrung worm
3. It's not nice to eat a _____ house.
person's places peache's picture's
4. The apple began _____ down the hill.
rowing rolling reaching rearing
5. The worms's first house was now _____.
gone ghost given ground
6. The apple _____ into a hundred pieces.
twisted touched snatched smashed
7. "I'll eat it _____," he said.
yesterday anyway certainly anyday
8. Grasshopper looked happy, he _____.
styled trialed smiled tracked

Name _____

1. The _____ found an apple on the ground.
worm grasshopper man grocer
2. After rolling down the hill, the worm's _____
was in the livingroom.
breakfast book ball bathtub
3. Worm began to get _____ while rolling
down the hill.
busy dizzy dazed delayed
4. The worm _____ up the side of the tree.
claimed chained climbed checked
5. Grasshopper took a _____ out of worm's
old home.
mite bye buy bite
6. Worm's head kept _____ the walls of the
house as he rolled down the hill.
bumping lumping jumping dimping
7. Grasshopper was _____ to have helped worm.
sorry happy sad hopeful
8. Worm climbed a tree to find a new _____.
bone lone home cloud

Name _____

1. "I have a _____ for you," said mom.
sunrise show shop surprise
2. "I'll tell you what it is _____."
thought tomorrow thank through
3. Lee looked _____ for the surprise.
hard handy handsome half
4. The wild animals lived in the _____.
welclome woods worry water
5. Can you _____ what it is?
guess mess work west
6. How _____ can you jump?
fly try why high
7. She looked _____ for her surprise.
near everywhere fair far
8. "The surprise is in the _____," said dad.
yard farm class dark

Name _____

1. Lucia said " _____ " when she met Lee.
Howdy Hola How Help
2. Lee used _____ to show Lucia what to do.
drawings paint crayons shows
3. Lee thought her _____ might visit.
cousin pet teacher grandma
4. Lucia doesn't _____ English.
draw speak think work
5. Lee's mom and _____ told her about
getting a surprise the next day.
family flower dad deer
6. Lee's surprise was a new _____ coming to
visit.
girl frog ball train
7. The first thing Lee tried to do to talk to Lucie
was _____. walk in circles
wave her arms speak in Spanish jump up and down
8. Lee drew a picture of a _____
bat house dog ball

Name _____

1. The girl _____ her toy truck.
piles pushes plants puts
2. Bob made two good _____.
game grasses guesses guests
3. They ate their _____ by the pond.
leaves less lots lunches
4. He _____ some red with blue paint.
mixes mess misses meows
5. Mom gave us both big _____.
Kate's keeps kisses kerchiefs
6. We saw two _____ in the woods.
foxes fly fixes farms
7. Who _____ the dog when it runs away?
cups catches calls cats
8. Little lamb _____ Senor Coyote.
fixed flamed failed fooled

Name _____

1. The lamb thought she was too _____.
thick think toss thin
2. Senor Coyote wanted to _____ the lamb.
meet thank eat drop
3. Little lamb hid from Coyote in a _____.
cave corner cover capital
4. Lamb said she had to _____ up the mountain.
climb hug hold have
5. Coyote realized lamb played a _____ on him.
trip truck touch trick
6. Lamb told Coyote to open his _____ wide.
door marble mouth mother
7. The lamb tried to hit coyote with her _____.
hand hoof head heart
8. The lamb _____ see Coyote again.
didn't couldn't wouldn't can't

Name _____

1. A _____ is another name for a make believe story.
phantom fantasy firefly failure
2. The bear appeared to get _____.
smaller faster bigger shorter
3. They met the friendly dogs in the _____.
park farm circus garden
4. The postman dropped his _____.
leaving letters leftovers luggage
5. _____ was home to meet him at the door.
Mother Father Somebody Nobody
6. He used the _____ to turn the bike.
wheels brakes handlebars signals
7. The teddy bear came home with a _____.
on his forehead.
hat bandaid ribbon bag
8. The boy always _____ his bike across the street.
walked drove races chased

Name _____

1. Every _____ we go bike riding.
tomorrow daily yesterday afternoon
2. I get on my bike and _____ down the hill.
chase coast close catch
3. I made a hand _____ and then turned.
search shelf signal step
4. I walk my bike _____ the street.
across beside between around
5. The dogs he met were _____ .
fierce funny fighting friendly
6. He used his _____ to stop the bike.
Heels brakes bushes bakes
7. He wiped his feet _____ going into the house.
between before behind being
8. They had their milk and _____ .
crackers carrots candy carpets

Name _____

1. Andrew saw something _____.
 uptown upward upswing upstairs
2. She has to get the bus _____ it's too late.
 between before behold behind
3. Mom _____ talking on the phone.
 stood stopped stooped shopped
4. "Call the _____ for help," he said.
 policy police party polite
5. The bear got in through the _____.
 windmill windup window willow
6. They also called the _____ house for help.
 fire flyer fair farm
7. _____ listened to Andrew.
 Nothing Northern Nobody Nodding
8. Andrew saw the _____ shape on the bed.
 damp dark daily dart

Name _____

1. Andrew's dad had to cut the _____.
bushes wood cake grass
2. Ruthy was looking for her _____ and ball.
bath bat but bowl
3. Mr. Pond was going for a walk with his _____.
cat wife dog friend
4. The bear must have come from the _____.
zoo, woods farm store
5. The bear got in through the _____.
window door garage tree
6. The bear left the _____ woods.
dark draw wet dry
7. The lady took the bear to the _____.
woods zoo pond farm
8. They said, "Next time we'll _____ to Andrew."
laugh lunch lighten listen

Name _____

1. Early one _____, Polly called Willie.
moving morning man maybe
2. "I'll be there soon," _____ Willie.
answered asked another ahead
3. He said, "I'm just about _____."
reach ready ride red
4. Willie looked _____ to Polly.
striped straight stranded strange
5. "What have you _____?" she asked.
dune done don't drop
6. Polly made a lot of _____ .
notice nuts nose noise
7. He got up _____ too fast.
most must much more
8. "I wish I was _____ in bed," he said.
skill still shall spill

Name _____

1. Polly beat the pan with a _____.
broom board spoon spike
2. Willie thought the stew looked like _____.
soup mud sugar much
3. Polly put the stew in a _____.
bowl basket bunch bundle
4. Polly said the stew was _____ to friends.
found four free fair
5. Willie said he could still eat a _____.
bear sample steak sandwich
6. Polly said she was _____ too.
tired hungry happy twelve
7. They went back into the _____.
garage store school house
8. Polly and Willie had a pet _____.
dog lamb bird cat

Name _____

1. They made the fruit _____ in a big pot.
porch punch paunch package
2. They tried to go to the Center _____ day.
very only other every
3. His _____ went with him to the Center.
brother bother better butter
4. The _____ will be held tomorrow.
pretty party perky plenty
5. He used a _____ to drain the punch.
stew stamp strip straw
6. Roberto had to _____ his fish tank.
kleen catch clean close
7. He missed the _____ of the party.
begging beginning bunching bending
8. Roberto could not _____ the lady.
answer ankle after anyway

Name _____

1. He pointed his _____ at his sister.
stick foot bicycle finger
2. They put a paper sun and _____ on the wall.
house rainbow tree bird
3. Roberto watched people _____ at the Center.
swimming sliding skipping swapping
4. The party was held at the _____ .
Church Mall Center Theater
5. Roberto wondered how he could _____ the party.
hurt hunt happen help
6. He stood on a _____ to decorate the wall.
ladder chair table stool
7. His brother and _____ also went to the party.
parents friends relatives sisters
8. Roberto found he was good at _____ .
thanking letting thinking taking

VOCABULARY LIST

across	bumping	duck
afternoon	cakes	eat
answer	cat	every
answered	catches	everywhere
anyway	cave	fantasy
apple	center	finger
ate	city	fire
ball	clean	flew
bandaid	climbed	fly
bath	coast	fooled
bathtub	come	forget
bear	crackers	fox
beautiful	dad	foxes
before	dark	free
beginning	dear	friendly
bigger	didn't	friends
bird	dishes	frog
bite	dizzy	frogs
bog	dog	game
bones	dog's	getting
bowl	done	girl
brakes	drawings	gone
brother	dry	grandma

VOCABULARY LIST

grass	lived	punch
grasshopper	lunch	pushes
guess	lunches	rainbow
guesses	mixes	ready
handlebars	morning	rest
happy	mouth	rolling
hard	much	sad
head	mud	sandwich
help	never	scat
high	nice	signal
hind	night	sisters
hola	nobody	slap
hold	noise	smashed
home	nothing	smell
hopped	other	smiled
house	ourselves	snake
hungry	park	speak
kisses	party	spoon
kitchen	Peggy	still
ladder	person's	stood
last	place	stopped
letters	police	strange
listen	pumpkin	straw

VOCABULARY LIST

surprise

swim

swimming

tall

thin

thinking

threw

tomorrow

trick

truck

turned

upstairs

walked

water

wave

window

woods

worm

yard

zoo